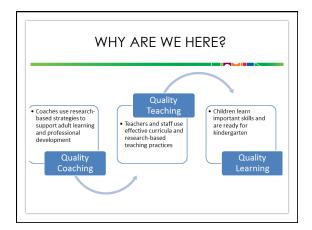
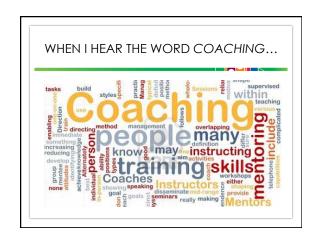


#### **OUR TIME TOGETHER**

- Overview of Practice-Based Coaching (PBC)
- Exploring PBC as a way to Support Infant and Toddler Caregivers (Classroom based)
- PBC Resources

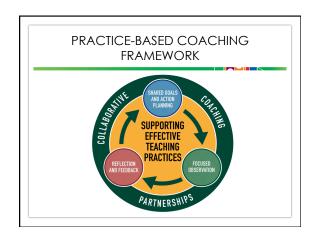


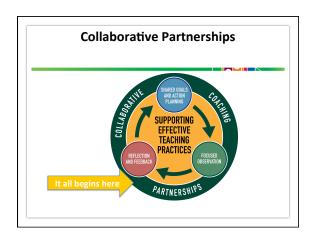


#### PRACTICE-BASED COACHING

Practice-Based Coaching is a cyclical process for supporting teachers' use of effective teaching practices that lead to positive outcomes for children. The coaching-cycle components are

(1) planning goals and action steps,
(2) engaging in focused observation, and
(3) reflecting on and sharing feedback about teaching practices. Practice-Based Coaching occurs within the context of a collaborative partnership.





# COLLABORATIVE COACHING PARTNERSHIPS

- Context for all components
- Safe space
- Develop over time
- Includes:
  - -Posture of Support
  - -Communication
  - -Choice



#### **GOAL SETTING & ACTION PLANNING**



- Practice-based "needs assessment": identify priorities for PBC
- Set goals: specify priority teaching practices
- Action plan: Guide coaching and implementation of teaching practices

#### STRENGTHS AND NEEDS ASSESSMENT

- Multiple methods and sources
  - Specific needs assessment tools
  - Observation
  - Published tools (e.g., CLASS, ITERS)
  - Self-reflection
- Explicit set of practices\*

# "HELP ME BETTER EXPLORE BOOKS WITH INFANTS AND TODDLERS."



### WHAT IS THE GOAL?

- Relationship building?
- Cognitive development?
- Self-regulation?
- Diversity appreciation?
- · Language and literacy?

#### WHY ARE SHARED GOALS IMPORTANT?

- Give teacher and coach a common starting point
- · Create shared expectations
- Identify teaching practices that are the focus of coaching

#### WHAT DO WE WANT TO ACCOMPLISH?

- Learn more about the teaching practice and try it out?
- Do the teaching practice more often?
- Do the teaching practice better?
- Do the teaching practice differently?

# GOALS → ACTION PLAN

After goals are set, an action plan is developed by the coach and teacher to support the achievement of the goals throughout the coaching cycle.

#### WHAT IS IN AN ACTION PLAN?

- Goal(s)
- Action steps
- Goal achievement statement
- Timeframe
- Supports or resources

### **FOCUSED OBSERVATION**

- Gather and record information about teaching practices specified in goals and action plans
- Gather data to display or summarize
- Use coaching strategies to support teacher's implementation



#### FOCUSED OBSERVATION

Different ways to observe, support, gather and record





• Be objective and specific

# WHAT MAKES AN OBSERVATION "FOCUSED"?

- Guided by the action plan and focused on the teacher's goal.
- Opportunity to view the teacher's progress.
- Basis for the next stage of the coaching cycle: reflection and feedback.

# OTHER COACHING STRATEGIES USED DURING FOCUSED OBSERVATION

- Watch teacher, take detailed notes, and collect data
- Model target practices
- Engage in a brief problem-solving and reflective discussions
- Offer on-the-spot suggestions
- Videotape teacher
- Refer teacher to resources for learning more about the practice

#### WHY OBSERVATION?

- "See and support" implementation in relation to goal and action plan
- Consider
  - How is implementation going?
  - What other support might be needed?
  - What reflection and feedback to provide? (supportive & constructive)

#### **REFLECTION & FEEDBACK**



- Reflect on observation & data
- Give & receive feedback
- Problem-solve
- Identify additional supports & resources

# REFLECTION AND FEEDBACK COACHING STRATEGIES

- Provide performance feedback (supportive and constructive)
- · Help teachers use/ interpret data you collected
- Review teacher's video together
- Role-play correct use of the teaching practice
- Engage in a reflective conversation
- Engage in a problem-solving discussion
- · Review goals
- · Update action plan progress
- Provide materials or resources related to the teaching practice

#### WHO REFLECTS?

- Teacher
  - Reflect on events, activities, efforts, child response, growth in practices, etc. in relation to teaching practices
- Coach
  - Observations of teacher effort, behavior, skills, activities, and child response, etc. in relation to teaching practices

# TYPES OF FEEDBACK

- Supportive Feedback
- Constructive Feedback



# CONTINUING THE CYCLE

- Determine in the reflection and feedback meeting the next steps
  - Continue with current action plan
  - Refine action plan
  - Develop a new action plan

### PBC RESOURCES

- Documents on ECLKC
  - https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/development/coaching.html
  - Practice-Based Coaching Brief
  - What Do We Know About Coaching Brief
  - Top Ten Tips for Coaches
  - Coming soon: Component Briefs, Program Leader's Guide to Practice-Based Coaching